DOCUMENT RESUME

ED 407 826 EC 305 587

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TITLE	Advances in Learning and Behavioral Disabilities. Volume 11.
REPORT NO	ISBN-0-7623-0254-2
PUB DATE	97
NOTE	261p.; For volume 10, see ED 394 222.
AVAILABLE FROM	JAI Press, Inc., 55 Old Post Road No. 2, P.O. Box 1678, Greenwich, CT 06836-1678; telephone: 203-661-7602; fax: 203-661-0792 ($78.50).
PUB TYPE	Books (010) -- Collected Works - General (020) -- Information Analyses (070)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; *Aggression; *Attention Deficit Disorders; *Behavior Disorders; Counseling Techniques; Disability Identification; Educational Strategies; Elementary Secondary Education; Emotional Problems; *Inclusive Schools; Interpersonal Competence; *Intervention; *Learning Disabilities; Mainstreaming; Teacher Attitudes
IDENTIFIERS	*Social Skills Training

ABSTRACT

This book presents nine papers that focus on the identification, behavior, intervention, and inclusion of children with learning and behavior disabilities in general education classrooms. The papers include "Effectiveness of Social Skills Training for Students with Behavior Disorders: A Meta-Analysis" (Kenneth A. Kavale and others); "Attention Deficit Hyperactivity Disorder" (Daniel P. Hallahan and Elizabeth A. Cottone); "Aggressive Behavior in Children with Behavior Disorders: A Critical Review of Identification and Intervention Strategies" (Thomas V. Powers and Richard S. Neel); "A Developmental View of Aggression and Achievement" (Elizabeth Talbott and Molly Gree Coe); "A Comprehensive Examination of an Experiment in Full Inclusion" (Naomi Zigmond and Janice M. Baker); "Mainstreaming and Inclusion of Students with Learning Disabilities: Perspectives of General Educators in Elementary and Secondary Schools" (Poonam C. Dev and Thomas E. Scruggs); "Teacher Education Reform and the Inclusion of Students with Learning and Behavioral Disorders" (Paul T. Sindelar and others); "It's What You Take for Granted When You Take Nothing For Granted: The Problems with General Principles of Instructional Design" (John Woodward and others); and "Counseling Individuals with Learning Disabilities: Research, Practice, and Future Issues" (Margo A. Mastropieri and others). (Individual papers contain extensive references.) (CR)

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